



# English Learners (EL) / Title III



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EL (Title III) Consultant

ONGL-Division of Learning Services

Diverse Learners Branch

# New EL Coordinators Topics



- ▶ EL Requirements / Plan
- ▶ EL/Title III 2016-17 Timeline
- ▶ Home Language Survey (HLS)
- ▶ Program Service Plan (PSP)
- ▶ Required LEP IC information
- ▶ EL Data Collection
- ▶ Title III EL and Immigrant Subgrants

# District Legal Obligations

- ▶ Districts must design and implement services and programs that enable ELs to attain English proficiency
- ▶ Provide support to enable ELs equal opportunity to participate in the curriculum
- ▶ Provide equal opportunities for EL students to participate in co-curricular and extracurricular programs and activities.



# EL Plan (Lau Plan)

- ▶ Home Language Survey (HLS)
- ▶ ELP screening assessment (W-APT)
- ▶ EL Services – Programs and Accommodations (type, staffing, etc.)
- ▶ ELP Assessment (ACCESS 2.0)
- ▶ Exited ELs Monitoring (2 years)
- ▶ Evaluation of EL Program



# EL/Title III 2016-2017 Timeline

Dates	Purpose
September 13-14 – WIDA Engaging English Language Learners in Science and Engineering (Louisville)	<ul style="list-style-type: none"> <li>New WIDA facilitated interactive two-day workshop offers teachers of English Language Learners time to delve into combining English language development standards and the science and engineering practices.</li> </ul>
October 1 – IC Data Pull	<ul style="list-style-type: none"> <li><b>USDE report on LEP Enrolled as of October 1 (districts need to check for Critical Errors and EL information in Infinite Campus before October 1)</b></li> </ul>
September 20-21, 2016 – Stanford Understanding Language workshop (Bowling Green) November 15-16 – follow-up session (Bowling Green)	<ul style="list-style-type: none"> <li>EL and content classroom teacher</li> <li>Upper elementary, middle school or high school</li> <li>Exemplars that scaffold the reading of complex texts for ELs</li> <li>Provide participants with new activities and approaches to better write their own curriculum materials</li> </ul>
September 26-27 – WIDA Formative Language Assessment workshop	<ul style="list-style-type: none"> <li>New WIDA workshop (<b>Registration closed – full with wait list</b>)</li> </ul>
October 26-29 – SETESOL hosted by KYTESOL (Galt House in Louisville)	<ul style="list-style-type: none"> <li>Multiple workshop sessions</li> </ul>



# EL/Title III 2016-2017 Timeline

Dates	Purpose
January 2017 – May 2017 Consolidated Monitoring	<ul style="list-style-type: none"> <li>• <b>14 districts randomly selected in fall of 2016</b></li> <li>• <a href="http://education.ky.gov/federal/progs/scmi/Pages/default.aspx">http://education.ky.gov/federal/progs/scmi/Pages/default.aspx</a></li> </ul>
January – February ACCESS Testing	<b>Federally required English proficiency assessment</b> <ul style="list-style-type: none"> <li>• Check DAC emails</li> <li>• <a href="mailto:Chris.williams@education.ky.gov">Chris.williams@education.ky.gov</a> (OAA)</li> </ul>
January – Declaration of Participation forms to Superintendent	<ul style="list-style-type: none"> <li>• From Division of Budget and Financial Management</li> <li>• First step in applying for Title III</li> <li>• Consultation with PNP</li> </ul>
March 16– State LEP Extract	<ul style="list-style-type: none"> <li>• Initial count for determining Title III allocations</li> </ul>
April 15 – Intent to Participate completed in GMAP	<ul style="list-style-type: none"> <li>• Count is not final and allocations will be <b>tentative</b></li> </ul>
Spring 2017 – End of the Year Trainings	<ul style="list-style-type: none"> <li>• Regional training sessions for EL Coordinators</li> </ul>
<b>May 1 – 31 Infinite Campus Data Clean up</b>	<ul style="list-style-type: none"> <li>• Districts run LEP Extract in Infinite Campus and correct Critical Errors</li> </ul>
June 1, 2017 – KDE runs LEP Extract in IC State Edition; Immigrant Ad Hoc run	<ul style="list-style-type: none"> <li>• <b>Used to obtain final count for Title III EL and Immigrant Subgrants allocations</b></li> <li>• <b>SEEK allocations</b></li> </ul>
June 1– Title III Subgrant Plan and Budget Applications due in Grant Management Application and Planning (GMAP) system	<ul style="list-style-type: none"> <li>• Required by USDE to receive Title III Subgrant funds</li> <li>• Annual Performance Report (APR) submitted as part of GMAP Program Details - <b>Information required by the USDE for annual Consolidated State Performance Report (CSPR)</b></li> </ul>



# EL Identification





# Home Language Survey (HLS)

- ▶ Identifies **POTENTIAL** English learners (***ELs***)
- ▶ *Current required questions:*
  - 1) What is the language most frequently spoken at home?
  - 2) Which language did your child learn when he/she first began to talk?
  - 3) What language does your child most frequently speak at home?
  - 4) What language do you most frequently speak to your child?



Administer Home Language Survey (HLS) to all students upon enrollment



The HLS shall be based at a minimum on four questions.

1. *What is the language most frequently spoken at home?*
2. *Which language did your child learn when he/she first began to talk?*
3. *What language does your child most frequently speak at home?*
4. *What language do you most frequently speak to your child?*



If any of the answers is a language other than English, student is a "potential EL"



Administer W-APT



If the student in grades 1-12 scores below a 5.0 overall composite the student would be identified as an English learner (EL). A Kindergarten student who has taken the W-APT test must be enrolled as an EL student because all 4 domains are not assessed.



All responses English, no additional action taken.

If the student in grades 1-12 scores a 5.0 overall composite the student would be identified as Initially Fully English Proficient (IFEP). Grades 1-12 students identified as IFEP will not take the ACCESS in January.



The district is required to notify and provide the PSP to the parents within 30 days if the student was enrolled at the beginning of the school year and within 2 weeks if the student enrolled after the start of the school year. Program Service Plan (PSP) should be developed for the student. Student will take ACCESS in January.





# HLS Administrative Procedures

- ▶ Clearly state within the HLS the purpose and uses of information
- ▶ Have administrative procedures that are standardized
- ▶ Can be part of enrollment sheet
- ▶ Annual training
- ▶ USDE Guidance Documents (May 2014)
- ▶ ***If*** HLS identifies as “*potential*” LEP, administer the W-APT

# Program Service Plan (PSP)

- ▶ Reason for identification as EL (HLS and W-APT)
- ▶ Level of English proficiency (*using W-APT or ACCESS*)
- ▶ Level of academic achievement (previous academic records and/or informal assessments)
- ▶ How the instructional program will address the student's educational strengths and individual needs
- ▶ How the program will address English language learning and acquisition
- ▶ How the student will meet age-appropriate academic achievement standards and demonstrate adequate yearly progress
- ▶ Expected rate of transition/exit for EL students out of EL status
- ▶ The right to decline enrollment in the program or the method of instruction
- ▶ Parent notification within **30 days** at beginning of school year and within **2 weeks** if student transfers in during the school year



# Parent Refusal of Services

- ▶ Parents have the right to refuse EL services or the type of EL services being offered by district
- ▶ Do parents fully understand? Language barrier in communicating?
- ▶ Document why refused
- ▶ OCR – still must help student achieve ELP
- ▶ Required to take ACCESS each year until ELP; **federal requirement**
- ▶ IC – must have Service Type (Sheltered English Instruction) and at least 1 Instructional Accommodation







# Infinite Campus

## EL Student Requirements

# LEP Tab

Grade: 11 #5979 DOB: 12/21/1996 Gender: M

**LEP** LEP Assessments LEP Services LEP Accommodations

 Save  Delete

**Active LEP Record**

**\*Program Status** LEP

Identified Date 09/12/2013

Expected Exit Date 08/08/2018

Program Exit Date

First Year Monitoring:

Second Year Monitoring:

Parent Notified 09/13/2013

Parent Declined ☐

Interrupted Schooling ☐

Comments

**Census Information**

**\*\*To update read only fields, please go to Census->People->Identities**

Home Primary Language: 1380: Spanish

First Entered US School: No Data Available




# LEP Assessments









Grade: 11 #5979 DOB: 12/21/1996 Gender: M

LEP **LEP Assessments** LEP Services LEP Accommodations

 Print

**LEP Test Scores**

-   Tier B ACCESS (KDE-ACCESS-B) 01/03/2011 Scale Score: Result:4.1
-   Tier B ACCESS (KDE-ACCESS-B) 01/02/2012 Scale Score: Result:4.6
-   W-APT (KDE-W-APT) 09/11/2013



# LEP Services



LEP   LEP Assessments   **LEP Services**   LEP Accommodations

New   Save   Delete

LEP Services		
Service Type	Start Date	End Date
SEI: Sheltered English Instruction	08/03/2011	

**LEP Services Detail**

**\*Start Date**

**End Date**

**\*Service Type**

☐ Parent Refused Services  
Date Refused:

**Comments**

# LEP Accommodations



LEP

LEP Assessments

LEP Services

LEP Accommodations

+

New

💾

Save

✖

Delete

LEP Accommodations

Name	Type	Start Date	End Date
SL-A: Simplified Language	A	09/20/2012	
SL-I: Simplified Language	I	09/20/2012	
AMT-I: Adapted Materials/Technology	I	09/20/2012	
ET-I: Extended Time	I	08/03/2011	
ET-A: Extended Time	A	08/03/2011	

LEP Accommodations Detail

\*Start Date

End Date

\*Accommodation Type

Comments

# Home Primary Language



Navigation Menu:

- Special Ed
- Student Locator
- Reports
- Instruction
  - ▼ **Census**
    - My Data
    - Staff Request Processor
    - People**
    - Households
    - Addresses
    - Portal Request Processor
    - Add Person
    - Add Household
    - Add Address
    - Staff Locator
    - Census Wizard
  - Reports
- Behavior
- Health
- Attendance
- Scheduling
- Fees
- Grading & Standards
- Medicaid
- Programs
- Ad Hoc Reporting
- Transcripts

Demographics Data Form:

School Choice | Credentials | Overrides | Fees | Pro Dev | Pro Dev Totals | ID History

Demographics | Identities | Households | Relationships | Enrollments | District Employment

Save | Delete | Person Summary Report | Demographics Data

**Person Information**

PersonID: 5979

\*Last Name: CRISTOBAL | \*First Name: DOCTOR | Middle Name: | Suffix: |

\*Gender: Male | \*Birth Date (Age: 17): 12/21/1996 | Soc Sec Number: |

No Image Available

**Race/Ethnicity (Edit)**

State Race/Ethnicity: 1:Hispanic/Latino  
Federal Designation: 1:Hispanic/Latino  
Race(s): White  
Hispanic/Latino: Y:Yes  
Race/Ethnicity Determination: 04:Unknown

Birth Country: |

Date Entered US: 06/05/2012 | Date Entered US School: | Birth Certificate: |

Original KY School Entry: |

Home Primary Language: Spanish (1380) x

Native American Language: Select a Value

Nickname: |

Comments: |

Upload Picture

- Modified by: Unknown

**Person Identifiers**

Local Student Number: 5979

# Home Primary Language



**Demographics** | Identities | Households | Relationships | Enrollments | District Employment

Save Delete Person Summary Report Demographics Data

**Person Information**

PersonID: 5979

\*Last Name: CRISTOBAL \*First Name: DOCTOR Middle Name: Suffix:

\*Gender: Male \*Birth Date (Age: 17): 12/21/1996 Soc Sec Number:  -  -

No Image Available

**Race/Ethnicity (Edit)**

State Race/Ethnicity: 1:Hispanic/Latino  
Federal Designation: 1:Hispanic/Latino  
Race(s): White  
Hispanic/Latino: Y:Yes  
Race/Ethnicity Determination: 04:Unknown

Birth Country:

Date Entered US:  Date Entered US School:  Birth Certificate:

Original KY School Entry:

**Home Primary Language**

Native American (1025)

Native American Language

Select a Value

- N000: Other
- N001: Abnaki
- N002: Achimawi
- N003: Ahtena
- N004: Alabama
- N005: Aleut
- N006: Algonquin
- N007: Apache
- N008: Arapaho
- N009: Araucanian
- N010: Arikara
- N011: Athapaskan
- N012: Atsina
- N013: Atsugewi

Upload Picture

- Modified by: Unknown

Person GUID: 473442CA-E7CB-4806-BF1D-412C5BD8801C

# Home Primary Language



School Choice   Credentials   Overrides   Fees   Pro Dev   Pro Dev Totals   ID History

Demographics   Identities   Households   Relationships   Enrollments   District Employment

Save   Delete   Person Summary Report   Demographics Data

**Person Information**

PersonID: 5979

\*Last Name: CRISTOBAL   \*First Name: DOCTOR   Middle Name:   Suffix:   No Image Available

\*Gender: Male   \*Birth Date (Age: 17): 12/21/1996   Soc Sec Number:   No Image Available

**Race/Ethnicity (Edit)**

State Race/Ethnicity: 1:Hispanic/Latino  
Federal Designation: 1:Hispanic/Latino  
Race(s): White  
Hispanic/Latino: Y:Yes  
Race/Ethnicity Determination: 04:Unknown

Birth Country:   Date Entered US:   Date Entered US School:   Birth Certificate:   Original KY School Entry:

Home Primary Language: Albanian (0050)   Native American Language: Select a Value

Comments:   Upload Picture

- Modified by: Unknown

**Person Identifiers**

Local Student Number: 5979

# EL Data Collection

- ▶ October 1 (federal reporting)
- ▶ Annual Performance Report (now in GMAP)
- ▶ March LEP Extract from Infinite Campus (tentative Title III allocations)
- ▶ End of Year (June 1) LEP Extract
  - Title III final counts for allocations
  - SEEK funding
  - Immigrant counts for Subgrants



# October 1 Count

- ▶ U.S. Department of Education (USDE) requires a count of all LEP students enrolled on 10/1
- ▶ Infinite Campus (IC) LEP extract date range: start and end date of October 1, 2016
- ▶ KDE will pull the data from IC
- ▶ Districts should run extract and check student list



# IC LEP Extract

Infinite Campus District Edition Sandbox Test Site

Year 13-14 School All Schools Calendar All Calendars

Index Search Help < **KY LEP Extract**

EOC Assessment  
Gifted and Talented Detail  
Gifted Benchmark Report  
KEES Audit  
KEES Eligibility  
KY Student Health Screen  
Missing or Invalid Course  
Persistence\_to\_Graduation  
Restraint or Seclusion  
Schedule Gap  
SEEK At Risk ADM  
SPED EOY Behavior Data  
SpEd\_Evaluation\_Detail  
Student Census  
Student Voice - Educator E  
Student Voice - Educators  
Student Voice - Response

Calendar Report  
Dual Enrollment Cap Summary  
Extended School Services Report  
FRYSC Group Program Report  
FRYSC State Report  
Growth Factor  
IDEA Dec 1 Count Extract  
KEES Report  
LEAD Extract  
**LEP Extract**

The LEP Extract provides a list of students with LEP (Limited English Proficiency) status. Students must have at least one instructional accommodation and at least one LEP Service type active during the date range of the report and a program status of "LEP" to pull. This report runs district-wide regardless of calendar selected in the toolbar.

Note: Errors and Warnings cannot be produced via the Batch Reporting Tool (if enabled). Use the Generate Extract button to view errors and warnings.

**Extract Options**

Date Range 07/01/2013 -- 06/30/2014

Grade Level All Grades  
00  
01  
02  
03  
04  
05  
06  
07  
08  
09  
10  
11  
12  
14

Format State Format(CSV)

Generate Extract Submit to Batch

Refresh Show top 50 tasks submitted between 06/06/2014 and 06/13/2014

**Batch Queue List**

Queued Time	Report Title	Status	Download
-------------	--------------	--------	----------





# Generating the Report



There are errors and/or warnings in the extract (See below) [Click Here](#) to generate the reports

**Error/Warning Table of Contents:** (If warning/error count is 0, there are no warnings/errors to report.)

Critical Error: The following records do not have a selection of at least one LEP Service type which overlaps the date range specified in the extract editor. These students will NOT be included in the LEP extract. (Number of Records: 0)

Critical Error: The following records do not have a selection of Instructional Accommodation. These students will NOT be included on the LEP extract. (Number of Records: 0)

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records: 0)

Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records: 0)

Warning: Home Primary Language is set to Native American, but Native American Language is not selected. These students will be included on the LEP extract. (Number of Records: 0)

Warning: Native American Language is selected, but Home Primary Language is not set to Native American. These students will be included on the LEP extract. (Number of Records: 0)



# Critical Error – will not pull data

## Warning – will pull data

**Critical Error:** The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records:2)

SchoolNumber	SchoolName	StateStudentID	LastName	FirstName	MiddleInitial
023	Knox County Middle School	27823	JACKSON	JEREMIAH	
430	Jesse D Lay Elementary School	30088	CRISTOBAL	EDDIE	A

**Warning:** The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records:1)

SchoolNumber	SchoolName	StateStudentID	LName	FName	MiddleInitial
410	Knox Central High School	2032	MARICLE	JOHN	B

# LEP Extract



**Error/Warning Table of Contents:** (If warning/error count is 0, there are no warnings/errors to report.)

Critical Error: The following records do not have a selection of at least one LEP Service type which overlaps the date range specified in the extract editor. These students will NOT be included in the LEP extract. (Number of Records: 0)


Critical Error: The following records do not have a selection of Instructional Accommodation. These students will NOT be included on the LEP extract. (Number of Records: 0)

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records: 0)

Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records: 0)

Warning: Home Primary Language is set to Native American, but Native American Language is not selected. These students will be included on the LEP extract. (Number of Records: 0)

Warning: Native American Language is selected, but Home Primary Language is not set to Native American. These students will be included on the LEP extract. (Number of Records: 0)



Do you want to open or save LEP.csv from icuat.education.ky.gov?

Open Save Cancel ✕

# Annual Performance Report (APR)

- ▶ **Required for Federal Reporting**
- ▶ **Completed in GMAP in Program Details**
  - **EL specific PD provided**
  - **Number PD participants**
  - **Types of EL Instructional Services provided by district/consortium**



# How does the June 1 LEP Extract affect district funding?

- ▶ **Final Title III Allocations**
- ▶ **SEEK funding**



# Data Cleanup – LEP extract

- ▶ Annual data cleanup May 1 – May 31
- ▶ Critical Errors – will not count as LEP student
  - No Service Type
  - No Accommodations
  - Home Language - English
- ▶ LEP data extract – June 1
- ▶ Federal funding calculations (Title III subgrant)
- ▶ SEEK funding





# Title III Subgrants

## Application Process and Evaluation

# Title III Subgrants

- ▶ Federal requirement to qualify - \$10,000
  - Consortium
- ▶ **Supplemental** Funds
  - High Quality EL Instruction
  - Professional Development
- ▶ Declaration of Participation (Supt.) – Jan.
- ▶ Tentative Allocations - March
- ▶ Intent to Participate (GMAP) - April
- ▶ Subgrant Application (EL Coordinator) - June
  - Subgrant Budget (w/ Finance Officer)
- ▶ Final Allocations – after July 1







# Immigrant

**Infinite Campus**

**Immigrant Title III Subgrants**

# Immigrant Definition

## IMMIGRANT CHILDREN AND YOUTH -

- ▶ the term 'immigrant children and youth' means individuals who—
  - (A) are aged 3 through 21;
  - (B) were not born in any State; and
  - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.



# Immigrant Grants

- ▶ District has experienced a “**significant increase**”, as compared to the average of the **2 preceding fiscal years**, in the percentage or number of immigrant children and youth
- ▶ Division of Budget and Financial Management calculates the numbers each June



# Immigrant Grants

District must provide enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Provision of tutorials, mentoring, and academic or career counseling
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program;
- Basic instruction services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education;
- Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.



# W-APT and ACCESS 2.0



- ▶ Chris Williams  
([chris.williams@education.ky.gov](mailto:chris.williams@education.ky.gov)) – Office of Assessment and Accountability (OAA)
- ▶ DAC emails – [Back to school video and PowerPoint on W-APT and ACCESS](#)
- ▶ KDE [Assessment Regulations Training](#) webpage

# Contact and Resource Information

[gary.martin@education.ky.gov](mailto:gary.martin@education.ky.gov)

- ▶ [DOJ Enrollment rights letter](#)
- ▶ [DOJ Questions & Answers on enrollment](#)
- ▶ [KSIS Data Standards](#)
- ▶ [English Learners \(EL\) and English as a Second Language \(ESL\) Program](#)

